

## GRASSY POND ELEMENTARY

1146 Boiling Springs Road  
Gaffney, South Carolina 29341

**GRADES** K-5 Elementary School

**ENROLLMENT** 410 Students

**PRINCIPAL** Mark Bunch 864-487-1256

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Ms. Ola H. Copeland 864-489-9528

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	23	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

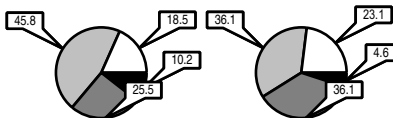
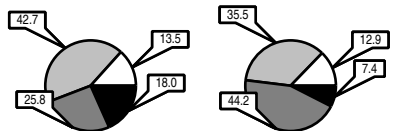
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	222	100.0	23.1	36.1	36.1	4.6	52.3	Yes	Yes
<b>Gender</b>									
Male	119	100.0	27.1	43.2	26.3	3.4	48.3		
Female	103	100.0	18.4	27.6	48.0	6.1	57.1		
<b>Racial/Ethnic Group</b>									
White	160	100.0	16.7	36.5	41.0	5.8	59.6	Yes	Yes
African-American	58	100.0	42.9	32.1	23.2	1.8	32.1	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	199	100.0	18.1	37.8	38.9	5.2	56.5		
Disabled	23	100.0	65.2	21.7	13.0	0.0	17.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	222	100.0	23.1	36.1	36.1	4.6	52.3		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	100.0	23.5	35.2	36.6	4.7	52.6		
<b>Socio-Economic Status</b>									
Subsidized meals	68	100.0	47.0	31.8	19.7	1.5	22.7	Yes	Yes
Full-pay meals	154	100.0	12.7	38.0	43.3	6.0	65.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	222	100.0	18.5	45.8	25.5	10.2	53.2	Yes	Yes
<b>Gender</b>									
Male	119	100.0	20.3	46.6	25.4	7.6	47.5		
Female	103	100.0	16.3	44.9	25.5	13.3	60.2		
<b>Racial/Ethnic Group</b>									
White	160	100.0	10.9	46.2	29.5	13.5	61.5	Yes	Yes
African-American	58	100.0	41.1	42.9	14.3	1.8	30.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	199	100.0	15.5	45.6	28.0	10.9	56.5		
Disabled	23	100.0	43.5	47.8	4.3	4.3	26.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	222	100.0	18.5	45.8	25.5	10.2	53.2		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	100.0	18.8	45.5	25.4	10.3	53.1		
<b>Socio-Economic Status</b>									
Subsidized meals	68	100.0	33.3	50.0	13.6	3.0	30.3	Yes	Yes
Full-pay meals	154	100.0	12.0	44.0	30.7	13.3	63.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	78	100.0	13.2	39.5	39.5	7.9	47.4
	<b>Grade 4</b>	68	100.0	24.2	38.7	33.9	3.2	37.1
	<b>Grade 5</b>	60	100.0	14.0	50.9	35.1	N/A	35.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	74	100.0	19.7	19.7	50.7	9.9	60.6
	<b>Grade 4</b>	77	100.0	17.3	42.7	37.3	2.7	40.0
	<b>Grade 5</b>	71	100.0	32.9	45.7	20.0	1.4	21.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	78	100.0	10.5	53.9	23.7	11.8	35.5
	<b>Grade 4</b>	68	100.0	9.7	37.1	32.3	21.0	53.2
	<b>Grade 5</b>	60	100.0	12.3	50.9	26.3	10.5	36.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	74	100.0	18.3	54.9	22.5	4.2	26.8
	<b>Grade 4</b>	77	100.0	13.3	44.0	28.0	14.7	42.7
	<b>Grade 5</b>	71	100.0	24.3	38.6	25.7	11.4	37.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 410)				
First graders who attended full-day kindergarten	100.0%	N/C	97.6%	100.0%
Retention rate	0.7%	N/A	1.8%	2.7%
Attendance rate	97.0%	Down from 97.2%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.6%	3.5%
Eligible for gifted and talented	30.8%	Up from 25.6%	24.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Up from 3.0%	7.0%	8.2%
Older than usual for grade	0.0%	N/A	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	73.1%	No change	53.8%	51.4%
Continuing contract teachers	96.2%	No change	88.1%	87.5%
Highly qualified teachers**	100.0%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	94.6%	Up from 90.2%	87.8%	86.7%
Teacher attendance rate	93.4%	Down from 96.1%	95.4%	94.9%
Average teacher salary	\$43,723	Up 0.7%	\$42,238	\$40,760
Prof. development days/teacher	7.9 days	Down from 8.2 days	10.7 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.9 to 1	20.6 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 92.1%	90.9%	90.0%
Dollars spent per pupil*	\$5,427	Up 2.1%	\$5,559	\$6,044
Percent of expenditures for teacher salaries*	69.4%	Up from 66.8%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	N/R	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been a great year at Grassy Pond Elementary School. Everyone met the challenges that resulted in a highly successful year. The following are some of the accomplishments of our students and staff: \*The Exemplary Writing Award was presented to Grassy Pond Elementary School by the South Carolina State Department of Education. \* A literacy library was purchased to enhance balanced literacy. \*Good Citizenship was enhanced through the school morning program using the Project Wisdom Helping Students Make Wise Choices Curriculum. \*Students raised money for the March of Dimes, Red Cross, and Relay for Life. Our school is fortunate to have on-site balanced-literacy coaches to train our staff in best practices for teaching ELA, Math, and Science. Grassy Pond Elementary School uses the computer lab for MAPS Testing and Compass Learning. The school continues to offer a comprehensive after-school program to strengthen basic skills in Math and Reading. Our staff has participated in many classes and workshops throughout the county and state to continually improve our delivery of instruction to students and keep abreast of all new research in the field of education. Mrs. Libby Thomas was selected Teacher of the year at Grassy Pond Elementary School, and Mrs. Kim McCall was selected as the Top Reading Teacher at Grassy Pond Elementary School.

Mark Bunch - Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	70	20
Percent satisfied with learning environment	100.0%	94.3%	95.0%
Percent satisfied with social and physical environment	91.3%	94.3%	100.0%
Percent satisfied with home-school relations	100.0%	88.6%	85.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.